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shelves for glass stoppered bottles of the reagents, where the bottles are plainly marked with a large label, printed with printer's ink and covered with a thin coat of paraffin, a number on the bottle corresponding to a number just below it on the shelf. In case more than a liter of some very common reagents are needed it is advisable to have three or five liter bottles of the reagents made up and siphons connected.

If the school does not have a small storage room, a very desirable small room where the stock apparatus and reagents should be systematically arranged, there should be large cases in the laboratories fitted with locks to hold them. The same general suggestions hold good for the physics and biology laboratory with the exceptions that the tables need not be so elaborate, but with wooden tops 1½ inches thick, not necessarily solid to the floor, no hoods, fewer sinks, but with especially comfortable stools or chairs and with uprights of some kind in the center of the tables from which to suspend physical apparatus.

In ordering apparatus and chemicals the following suggestions may prove helpful. Always order as large a quantity of material as you may need for some time, and buy standard amounts of material like chemicals as listed in the catalogues, such as 100g. or 1 lb; otherwise the cost of weighing out odd quantities and preparing these for shipment may amount to more than the cost of the chemicals. Catalogues will be sent on application to dealers and should be in every school. A list of the supplies needed may be sent to a number of firms for quotations on prices. With large orders sometimes considerable saving may be made by placing the order four or five months early and requesting the dealer to import duty-free such articles as are made cheaper than by American manufacturers. Higher prices must be paid for small orders placed for immediate delivery.

The following are the names and addresses of five of the larger firms from which chemicals, chemical and physical apparatus, laboratory furniture, etc., can be obtained.

L. E. Knott Apparatus Co., Boston, Mass.

Central Scientific Co., 412 Orleans St., Chicago, Ill.

Eimer and Amend, 2057 Third Ave., New York City.

Bausch and Lomb Optical Co., Rochester, N. Y.

Leonard Peterson and Co., 1234-48 Fullerton Ave., Chicago, Ill.

It is not possible in this brief space to suggest even a list of science books for reference. Certainly, however, every science department ought to have the bulletin prepared by Professor Highsmith, and a copy of Mills, W. T., *American School Building Standards.*

SUPPLIES

By CURTIS CRISSMAN
Battleboro, N. C. High School

IT IS OFTEN convenient when ordering or planning to order the high-school supplies for the year to have a list of such supplies with which to check the amount on hand and thus to estimate the needed amount to requisition. The following article has been prepared with this idea in mind, namely, as a check-list, and with the further idea that it may be helpful as a suggestion about what working tools teachers in high school ought to have.

High school supplies may be distinguished from permanent equipment in that supplies are of a more perishable nature, or, perhaps we might say, supplies are not built in or supplied with the building. Some supplies have to be replaced regularly every year, others not quite so often but regularly, while still others have to be replaced at more or less irregular intervals.

These supplies may be divided into three classes, namely: (1) necessary, (2) desirable, (3) possible. Necessary supplies may be said to be those that are absolutely necessary for the running of the school. That is to say, without this class of supplies it would be impossible to operate the school. One might define desirable supplies as those that are highly essential to the successful operation of the school but are not absolutely indispensable. Possible supplies are those that would be of decided value and help to the school but are not absolutely necessary, or so highly essential as either of the other two classes.

In the necessary list of supplies, i. e., those without which no school can operate, we have placed the following articles:—chalk, blackboard erasers, one of which will be needed for every three lineal feet of blackboard space, pointers, which may either be bought or secured from a nearby woods—two for each room; waste baskets—one for each room; trash cans, a rubbish burner, dust pans—one for each floor; floor oil and oilers, brooms, sweeping compound, disinfectant, ladder, wheelbarrow, rake, shovel, hoe, hammer, screwdriver, saw, pencil sharpeners—one for each room;

ink, and at least one paper cutter. If the building is located in a community where there is much mud, it is necessary to have a combination foot scrape and brush at each outside door. It is also necessary to have a door mat at each outer door to serve as a protector for the floors. The janitor will constantly find uses for a hammer, screwdriver, saw, and ladder in keeping the building in repair, and the wheelbarrow and the tools that go with it are necessary to keep the grounds looking well. These tools for the janitor should be of good quality, well-kept, and a place under lock and key provided for their safe keeping.

In the list of desirable articles we have placed first the water coolers, drinking cups, and drinking cup dispensing machines. These will be necessary only when there is no water system in the building and drinking fountains are not installed. Let it be said here that if there are no bubbling or other sanitary water fountains, the individual cups are absolutely necessary. The flat drinking cups are less expensive than any other kind and will serve the purpose just as well as any. Blackboard eraser-cleaners are highly desirable. An eraser may be used a great deal longer if regularly cleaned. The vacuum eraser-cleaner is the best. Paper towels and towel cabinets are also of inestimable value to the school, in fact they are almost absolutely necessary for the successful operation of a school, if one would maintain sanitary conditions. Blackboard cleaners also fall in the list of desirable supplies. Of course blackboards may be cleaned with water and a rag but the commercial cleaners are much more desirable.

The remaining few articles that we have listed are really necessary but we have placed them as possibly belonging in the third class. Quite often the blackboards need some improvement if not of slate as they ought to be, and this can best be done by the use of slating. It is not a bad idea to keep a can of slating and a slating brush on hand. Windows can be cleaned with water and a rag and by having a boy to climb up on the window sill outside the window, but it is much more desirable to have a patented window cleaner. Where the school can afford it some extra ink wells should be kept on hand to replace those that are destroyed or lost from the desks. Each school should also keep a supply of window glass to replace broken panes. Each teacher should be furnished with a supply of paper clips and each child should be required to fasten papers together with these clips when the written work covers more than one page.

Each teacher will of course have his or her own list of supplies determined by the needs of the subject taught by that teacher. In science there is a very special set of supplies as well as of equipment needed. In mathematics there is need of blackboard compasses, long blackboard rulers, a section of quadrille-ruled board or slated paper ruled into cross-sections.

One final word: Supplies should be ordered early, *but not often.* It is best to make a very careful and detailed list of needed supplies at the close of a school year and get the order for the new supply in the hands of the business house *right then* to be delivered by them not later than two weeks before school opens and billed not earlier than the first of the month on which school begins. When the bill comes, pay it promptly and keep the credit of the school or district good. Don't let bills for supplies accumulate. Don't, above all else, order a few little things at a time several times through the year. Try to anticipate needs. Order according to the needs and then live within the amount ordered.

THE SCHOOL BUILDING RENAISSANCE

THE ACTIVITIES and investigations of the National Education Association in the field of school building have been well received throughout the country. Excepting a few localities, building costs are now lower than at any time during the past five years. The market for school bonds has also improved. As a result of these favorable conditions school authorities are undertaking new building projects and speeding up those already underway. In the aggregate the new seating capacity which will be available in September, 1922, is large. It will be far from adequate. It will fall far short of making up for the suspension of schoolhouse construction during the period of excessive costs.

The building of a school is a most important event in any community. The school spirit of the locality had a direct relation to the impressiveness and usefulness of the buildings which house its educational activities. This is as it should be for the school building is the very heart of the community. In it the children of the community spend a large share of their time. Their comfort and happiness and health—their spiritual and physical well-being—is the biggest asset the community can possibly have. It is well that the best modern school buildings are truly temples of learning, for they symbolize more than any other one structure the faith of democracy in its own future.—THE JOURNAL of the National Education Association, March, 1922.